1858

MASSACHUSETTS

State Normal School

AT WORCESTER.

CATALOGUE AND CIRCULAR.

FOURTEENTH YEAR, 1888.

BOSTON:
WRIGHT & POTTER PRINTING CO., STATE PRINTERS,
18 Post Office Square.
1888.

STATE BOARD OF EDUCATION.

ESTABLISHED IN 1837.

Ex Officio.

HIS EXCELLENCY OLIVER AMES, EASTON.

HIS HONOR JOHN Q. A. BRACKETT, ARLINGTON.

By Appointment.

		TERM EXPIRES.
MISS ABBY W. MAY,	*Boston*,	May 25, 1888.
MILTON B. WHITNEY,	*Westfield*,	May 25, 1889.
FRANCIS A. WALKER,	*Boston*,	May 25, 1890.
EDWARD C. CARRIGAN,	*Boston*,	May 25, 1891.
ELIJAH B. STODDARD,	*Worcester*,	May 25, 1892.
ALONZO A. MINER,	*Boston*,	May 25, 1893.
HORACE E. SCUDDER,	*Cambridge*,	May 25, 1894.
ADMIRAL P. STONE,	*Springfield*,	May 25, 1895.

SECRETARY.

JOHN W. DICKINSON, ... *Newton.*

ASSISTANT SECRETARY AND TREASURER.

C. B. TILLINGHAST, ... *Boston.*

AGENTS.

GEORGE A. WALTON, ... *West Newton.*
GEORGE H. MARTIN, ... *Bridgewater.*
JOHN T. PRINCE, ... *Waltham.*
ANDREW W. EDSON, ... *Worcester.*
HENRY T. BAILEY, ... *North Scituate.*

Vacations and Holidays Marked by Full-face Figures.

1888.

JULY.

Su.	Mo.	Tu.	We.	Th.	Fr.	Sa.
1	**2**	**3**	**4**	**5**	**6**	**7**
8	**9**	**10**	**11**	**12**	**13**	**14**
15	**16**	**17**	**18**	**19**	**20**	**21**
22	**23**	**24**	**25**	**26**	**27**	**28**
29	**30**	**31**	--	--	--	--

AUGUST.

Su.	Mo.	Tu.	We.	Th.	Fr.	Sa.
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5	**6**	**7**	**8**	**9**	**10**	**11**
12	**13**	**14**	**15**	**16**	**17**	**18**
19	**20**	**21**	**22**	**23**	**24**	**25**
26	**27**	**28**	**29**	**30**	**31**	--

SEPTEMBER.

Su.	Mo.	Tu.	We.	Th.	Fr.	Sa.
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30	--	--	--	--	--	--

OCTOBER.

Su.	Mo.	Tu.	We.	Th.	Fr.	Sa.
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28	**29**	**30**	31	--	--	--

NOVEMBER.

Su.	Mo.	Tu.	We.	Th.	Fr.	Sa.
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25	**26**	**27**	**28**	**29**	**30**	--

DECEMBER.

Su.	Mo.	Tu.	We.	Th.	Fr.	Sa.
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16	**17**	18	19	20	21	22
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30	**31**	--	--	--	--	--

1889.

JANUARY.

Su.	Mo.	Tu.	We.	Th.	Fr.	Sa.
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13	**14**	15	16	17	18	19
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27	**28**	**29**	**30**	31	--	--

FEBRUARY.

Su.	Mo.	Tu.	We.	Th.	Fr.	Sa.
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24	**25**	26	27	28	--	--

MARCH.

Su.	Mo.	Tu.	We.	Th.	Fr.	Sa.
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24	**25**	26	27	28	29	30
31	--	--	--	--	--	--

APRIL.

Su.	Mo.	Tu.	We.	Th.	Fr.	Sa.
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14	**15**	16	17	18	19	20
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28	**29**	**30**	--	--	--	--

MAY.

Su.	Mo.	Tu.	We.	Th.	Fr.	Sa.
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19	**20**	21	22	23	24	25
26	**27**	28	29	**30**	31	--

JUNE.

Su.	Mo.	Tu.	We.	Th.	Fr.	Sa.
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16	**17**	18	19	20	**21**	**22**
23	**24**	**25**	**26**	**27**	**28**	**29**
30	--	--	--	--	--	--

The Calendar.

(See opposite page.)

FIFTEENTH SCHOOL YEAR, 1888-89.

FIRST (FALL) TERM, 1888.

September 6, Thursday, . . .	Entrance Examination begins.
October 30, Tuesday, ...	Autumn Arbor Day.
November 26 to December 4, ...	Mid-Term Recess.
January 24, 1889, Thursday, ...	First Term ends.

WINTER VACATION, ONE WEEK.

SECOND (SPRING) TERM, 1889.

January 31, Thursday, . . .	Entrance Examination begins.
April 22 to April 30, ...	Mid-Term Recess.
April 30, Tuesday, ...	Spring Arbor Day.
June 20, Thursday, ...	School Year ends.

SUMMER VACATION, TWELVE WEEKS.

Sixteenth School Year (1889–90) begins with Entrance Examination on Thursday, September 12, 1889.

Special Notice.

Entrance Examinations occur twice a year, at the beginning of each term,—*and at no other time.*

Exercises of Graduation occur once a year only,—namely, on the last day of the Summer Term,—and are always open to the public.

There is no session of the school on Monday. On other days the hours are from twenty-five minutes past nine o'clock to five minutes to four, with an intermission of an hour a little after noon.

Communications may be addressed to the Principal, 184 Lincoln Street, or to Hon. E. B. Stoddard, 15 Ashland Street.

Teachers.

E. HARLOW RUSSELL, Principal.

Miss REBECCA JONES.

CHARLES F. ADAMS.

Miss JULIET PORTER.

HENRY W. BROWN.

Miss HELEN F. MARSH.

Miss ELLEN M. HASKELL.

Mrs. MARION J. SUMNER.

ABRAM EVERETT, - - - - JANITOR.

STUDENTS.

PURSUING POST-GRADUATE STUDIES.

N. B. — Students whose names are marked with (A) have, besides passing through the regular course of study, served for a half-year as apprentices (see p. 17) in the public schools of the city of Worcester.

Alice Lucina Bainbridge (A)	*Worcester.*
Alice Harriette Belding	*Worcester.*
Ella Agnes Casey	*Worcester.*
Jennie Cora Clough	*Worcester.*
Mary Louise Gafney (A)	*Worcester.*
Mrs. Winslow S. Lincoln	*Worcester.*

FIRST CLASS, JANUARY, 1888.

Jennie Ambrose Casey (A)	*Worcester.*
Margaret Anne Connolly (A)	*Worcester.*
Idaline Dawley (A)	*Plainfield, Conn.*
Amelia Louisa Diemar (A)	*Worcester.*
Catherine Teresa Donnelly (A)	*Worcester.*
Annie Elizabeth Fales (A)	*Westborough.*
Ida Childs Gleason	*North Brookfield.*
Hattie Emma Higgins (A)	*Worcester.*
Ida Etta Leland (A)	*Upton.*
Mary Mackin (A)	*Worcester.*
Fanny Richards Brewer Macomber (A)	*Worcester.*
Edith Maria Marsh	*Leicester.*
Mary Gertrude Overend (A)	*Worcester.*
Cora Almira Paige (A)	*Worcester.*
Dora Alvira Paige (A)	*Worcester.*
Julia Winifred Smith (A)	*Quinsigamond.*
Minnie Belle Stearns (A)	*North Leominster.*

FIRST CLASS, JUNE, 1888.

Mary Agnes Cunningham (A)	*Worcester.*
Mary Agnes Flynn (A)	*Worcester.*
Minnie Isabel Gage (A)	*Worcester.*
Henry Dwight Hunt	*Columbia, Conn.*
Anna Miriam Johnson (A)	*Worcester.*
Edith Genevieve Loring	*Westborough.*
Katherine Mathews (A)	*Westborough.*
Jeannette Morrill (A)	*Benton, N. H.*
Gertrude Emma Nash (A)	*Worcester.*
Mary Alice O'Gready (A)	*Worcester.*
Annie Brown Porter (A)	*Manchester, N. H.*
Mary Agnes Quinn (A)	*Worcester.*
Mary Ann Agnes Short (A)	*Worcester.*
Flora Addy Strong	*Starksborough, Vt.*
Margaret Gertrude Sullivan (A)	*Worcester.*
Mary Louise Taylor (A)	*Worcester.*
Helen Frances Walker	*Worcester.*

APPRENTICES. (See p. 17.)

Julia Therese Adrian	*Leicester.*
Martha Jennie Alton	*Worcester.*
Lavinia Persis Blake	*Worcester.*
Harriet Amelia Blood	*Worcester.*
Carrie Maria Bunce	*Worcester.*
Harriet Washburn Cook	*Worcester.*
Susan May Corbin	*West Woodstock, Conn.*
Jennie Maria Fairbanks	*Holden.*
Ellen Estelle Fitzgerald	*Worcester.*
Cecilia Theresa Kelley	*Worcester.*
Sarah Ann McCormick	*Worcester.*
Ellen Agnes McTiernan	*Worcester.*
Alice Elizabeth Marsh	*Leicester.*
Grace Lamson Newton	*Oakdale.*
Ellen Agnes O'Neil	*Worcester.*
Alice Cressy Plumer	*Maxwell, Neb.*
Annie Lilian Proctor	*Alexandria, Neb.*
Grace Emmeline Remington	*Worcester.*
Sara Elizabeth Rollison	*Worcester.*

Olive Russell	*Worcester.*
Winifred Rosalie Todd	*Worcester.*
Addy Frances Yeaton	*Worcester.*

SECOND CLASS.

Clara Elizabeth Andrews	*Boylston.*
Helen Maria Avery	*Lancaster.*
Grace Hulford Bishop	*Worcester.*
Annie Jane Blanchard	*West Windham, N. H.*
Flora May Boyden	*Worcester.*
Anna Callahan	*Barre.*
Ellen Gertrude Carey	*Worcester.*
Stella Elizabeth Chapin	*Worcester.*
Belle Josephine Clark	*Westborough.*
Ada Mary Condy	*Worcester.*
Emma Jane Cooper	*Worcester.*
Florence Lane Cota	*New Braintree.*
Catherine Agnes Desmond	*Bolton.*
Marion Frances Dexter	*Franconia, N. H.*
Honora Malony Dunleavy	*Uxbridge.*
Kathline Elizabeth Dwyer	*Worcester.*
Elizabeth Christine Finn	*Worcester.*
Margaret Jane Gartland	*Worcester.*
Mary Gertrude Geary	*Worcester.*
Huldah Jane Gibson	*South Boston.*
Annie Maria Gilbert	*Worcester.*
Grace May Goddard	*Worcester.*
Susan Martha Hill	*Hudson.*
Emma Ada Hopwood	*Worcester.*
Mary Bigelow Knowlton	*Westborough.*
Mary Ellen Loughlin	*Worcester.*
Mary Modesta McGillicuddy	*Worcester.*
Annie Teresa McGrath	*Worcester.*
Annie York Milliken	*Worcester.*
Rupert Henry Murray	*Worcester.*
Jennie Dora Norcross	*Sutton.*
Helen Louise Osborn	*Worcester.*
Mary Elizabeth Patten	*Danby, Vt.*
Lou Frances Sawtelle	*Worcester.*

Mary Alice Smith (A)	*Worcester.*
Netty Anna Starkey	*Worcester.*
Katie Stevenson	*Worcester.*
Edith Maria Studley	*Worcester.*
Dora Taft	*Mendon.*
Clara Harwood Walker	*Worcester.*
Elizabeth Frances Walker	*Millbury.*
Martha Raymond Walker	*Worcester.*
Sidney Everett Walton	*Fitchburg.*
Catherine Elizabeth Whalen	*Worcester.*
Harriet Erwin Wheeler	*Worcester.*
Mary Emma Williams	*Danielsonville, Conn.*
Emma Augusta Windle	*North Grafton.*

THIRD CLASS.

Ella May Adams	*Worcester.*
Mary Margaret Callista Ballou	*Clinton.*
Maud Sophie Bosworth	*Worcester.*
Herbert Eugene Buxton	*Ashford, Conn.*
Flora Browning Chamberlain	*Worcester.*
Mary Edith Cheney	*Southbridge.*
Florence May Dexter	*Franconia, N. H.*
Florence Malbone Dodge	*Worcester.*
Mary Sophia Doescher	*Cherry Valley.*
Nellie Ann Doubleday	*North Dana.*
Ellen Doyle	*Worcester.*
Alice Gertrude Draper	*Worcester.*
Alice Little Eames	*Worcester.*
Bessie May Edmands	*Westborough.*
Mabelle Edith Fisher	*West Boylston.*
Costella Gertrude Gale	*Guilford, Vt.*
Harriet Almira Greene	*Wrentham.*
Eva Josephine Harrington	*Paxton.*
Mary Catherine Henry	*Worcester.*
Anna May Hewett	*Worcester.*
Alice Jane Hildreth	*Worcester.*
Sarah Alice Hopwood	*Worcester.*
Caroline Gertrude Horgan	*Worcester.*
Lena May Hurlbut	*Richford, Vt.*

Mary Agnes Jacobs	*Spencer.*
Harriet Louise Jerome	*Worcester.*
Eva Laurena Jordan,	*Old Orchard, Me.*
Margaret Ellen Joyce	*Worcester.*
Teresa Mary Larkin	*Worcester.*
Mary Agnes Leonard	*Leicester.*
Charlotte McFarland	*Worcester.*
Amy Mattoon	*Millbury.*
Anna Grace Moore	*Worcester.*
Mary Martha Moran	*Worcester.*
Amy Murray	*Worcester.*
Kate Evans Parker Newhall	*Worcester.*
Edith Gertrude Newton	*Westminster.*
Eliza Frances Palmer	*Worcester.*
Effie Rilla Putnam	*West Sutton.*
Jennie Helena Quinn	*Worcester.*
Mabel Emma Richardson	*Grafton.*
Mary Elizabeth Ridler	*Worcester.*
Mary Helen Rogers	*Holden.*
Sarah Agnes Russell	*Worcester.*
Janet Witherby Scruton	*Canton, N. Y.*
Ella Louise Smith	*Worcester.*
Annie Lilian Sullivan	*Worcester.*
Catherine Rachel Wheatley	*Worcester.*
Mary Eleanor Whitty	*Fitchburg.*

FOURTH CLASS.

Minnie Florence Adams	*Worcester.*
Lena Roxanna Adams	*Oakham.*
Amy Maria Aldrich	*Westborough.*
Emma Susie Barrett	*Worcester.*
Mattie Josephine Black	*Worcester.*
Annie Lincoln Bonnell	*Worcester.*
Jennie Frances Brennan	*Worcester.*
Ellen Agnes Courtney	*Worcester.*
Marie Virginia Couture	*Worcester.*
Anna Gertrude Cullen	*Worcester.*
Maud Elizabeth Davis	*Holden.*
Bertha Deming	*Worcester.*

Nellie Gertrude Donovan	*Worcester.*
Anna Lucia Draper	*Spencer.*
Emma May Gallup	*Worcester.*
Emma Alice Gardner	*Worcester.*
Agnes Theresa Healey	*Whitinsville.*
Florence Louise Johnson	*Worcester.*
Julie Maria Jones	*Worcester.*
Agnes Rose Kelley	*Worcester.*
Helena Elizabeth Kelliher	*Worcester.*
Luta Belle Lincoln	*Worcester.*
Nellie Elizabeth McCarthy	*West Boylston.*
Mary Genevieve McLoughlin	*Worcester.*
Agnes McMahon	*Worcester.*
Rosa Helena Mahan	*Worcester.*
Anna Maud Manson	*Millbury.*
Margaret Agnes Maroney	*Worcester.*
Mary Catherine O'Connor	*Worcester.*
Mary Brown Porter	*Louisville, Ky.*
Florence Louise Seagrave	*Uxbridge.*
Nellie Dascombe Temple	*Gardner.*
Nellie Thurston	*Worcester.*
Florence Helen Towne	*Mendon.*
Eva Leolan Truscott	*Worcester.*
Herbert Brown Trussell	*Sterling.*
Mabel Florence Walker	*Worcester.*
Alice Gertrude Whitcomb	*Worcester.*
Sarah Carr Wilder	*Spencer.*

SUMMARY OF NUMBERS.

Pursuing Post-Graduate Studies	6
First Class, January, 1888	17
First Class, June, 1888	17
Apprentices	22
Second Class	47
Third Class	49
Fourth Class	39
Total attendance for the year	195

CIRCULAR OF INFORMATION.

Historical Sketch.

The following extract from the Thirty-seventh Annual Report (1872–73) of the Board of Education gives in outline a history of the establishment of this school: —

"By the terms of a Resolve which went into effect on the twenty-fifth day of June, 1871, the Board of Education were authorized and required to establish a State Normal School in the city of Worcester; and the Trustees of the Worcester Lunatic Hospital were authorized and required to convey to the Board of Education and its successors a tract of land of not more than five acres, to be located by the Governor and Council, within certain limits fixed in the Resolve. An appropriation of sixty thousand dollars was made upon condition that the city of Worcester should pay the Board of Education for the purposes named in the Resolve the sum of fifteen thousand dollars. This condition was promptly complied with. The tract was located by the Governor and Council Sept. 2, 1871; and on the nineteenth day of September, 1871, the conveyance was made by the Trustees of the Hospital to the Board of Education and its successors in trust as directed.

"The tract of land located is upon Hospital Hill in Hospital Grove (formerly so called), within a short distance from the new Union Depot now in process of erection, — a point at which, when the railroad arrangements now in progress shall be completed, pupils residing on the line of either of the roads leading into the city of Worcester can arrive in season for the commencement of school each day, and take the cars to return after the school exercises are finished."

The exercises of dedication took place on Friday, Sept. 11, 1874; and on the following Tuesday (September 15) the school was opened to pupils.

Description of the Building.

The building is a large, three-story, massive structure, built of stone, taken from the hill upon which it stands. Its position allows an extensive view of Worcester and its surroundings. From the front steps one looks down through clumps of trees, over the city lying spread within an inner circle of rolling country. The site, moreover, has all the advantages that light and air can give it. Though situated upon the outskirts of Worcester, it is not more than twenty minutes' walk from the Union Depot, wherein centre the various lines of railroad by which a large proportion of the pupils come in daily from their homes.

In its interior arrangement the building is spacious and well fitted to the educational needs of the school. On the first floor is a large corridor, running the entire length of the building, and connecting the two entrances. On one side is a laboratory, and a room containing a well-equipped work-bench, and a carefully chosen collection of specimens specially illustrative of the work in Natural Science carried on in the adjoining room. On the other side is a lunch-room, provided with tables and hot-closets, — the place of rendezvous for probably seven-eighths of the pupils every day between the hours of twelve and one. In addition there are, on this floor, unusually large and commodious dressing-rooms. On the second story is the teachers' room, and from it a door opening upon the platform of the hall, — a room of exceptional dimensions, amply lighted, and well set off with busts of eminent men, and with pictures, for the most part gifts of past graduating classes. On the sides are shelves containing carefully selected books of well-recognized value. The hall has several entrances, and it communicates directly with three recitation-rooms. Over against the entrance to the teachers' room is a room set apart and arranged for the comfort of such pupils as are taken ill, or in any way feel indisposed during school hours. Between the second and third floors there is a half-story containing class-rooms, and above this a well-stocked model-room and the drawing-room, besides other spacious rooms intended, though not all at present used, for class-

rooms. The building is heated by hot air as well as by steam. Special attention has been paid to ventilation, and to all that can tend to add to the health, comfort and best interests of the pupils.

Aim and Purpose of the School.

The Board of Education, by a vote passed May 6, 1880, stated the design of the school, and the course of studies for the State Normal Schools, as follows : —

"The design of the Normal School is strictly professional; that is, to prepare in the best possible manner the pupils for the work of organizing, governing and teaching the public schools of the Commonwealth.

"To this end there must be the most thorough knowledge, first, of the branches of learning required to be taught in the schools; second, of the best methods of teaching these branches; and, third, of right mental training.

"The time of one course extends through a period of two years, of the other through a period of four years, and is divided into terms of twenty weeks each, with daily sessions of not less than five days each week.

"STUDIES.

"TWO YEARS' COURSE.

"Arithmetic, Algebra, Geometry, Book-keeping.

"Physics, Astronomy, Chemistry.

"Physiology, Botany, Zoölogy, Mineralogy, Geology, Geography.

"Language, Reading, Orthography, Etymology, Grammar, Rhetoric, Literature, Composition.

"Penmanship, Drawing, Vocal Music, Gymnastics.

"Psychology, Science of Education and Art of Teaching, School Organization, History of Education.

"Civil Polity of Massachusetts and of the United States, History, School Laws of Massachusetts.

"FOUR YEARS' COURSE.

"In addition to the studies named above, the Four Years' Course includes Advanced Algebra and Geometry, Trigonometry and Surveying.

"Advanced Chemistry, Physics and Botany.

"Drawing, English Literature, General History.

"Latin and French required; German and Greek as the Principal and Visitors of the school shall decide.

"The Visitors, at the request of the Principal of the Worcester School, may have authority to substitute German for French, as they think the interests of the school from time to time demand.

"The above is an enumeration of the studies. The order of the studies in the course is determined by the Principal of each school, with the approval of the Visitors of that school."

It needs to be stated that while the foregoing list of subjects marks out the field covered in the school curriculum, it gives no adequate idea of the actual work done. It is made a special aim to seize every opportunity to give the pupils the benefit of whatever tends to fit them for the work of teaching. The spirit of this endeavor pervades the whole school. It influences the mode and character of most of the exercises, and imparts to the whole work a tone and zest difficult to describe, but which determines whatever of distinct character the Normal School possesses.

Apprenticeship.

In addition to the work of the study and the class-room, systematic observation of schools and actual practice in teaching, under the joint supervision of the city superintendent of schools and the faculty of the Normal School, constitute an important element in our course of training.

The general character of what is known in this school as the "apprenticeship" is this: The student, after three terms, or a year and a half in the Normal School, is allowed to go into one of the public schools of the city of Worcester to serve as assistant to the teacher of that school; to take part in the instruction, management and general work of teaching, under the direction of the teacher; and even to act as substitute for the teacher for an hour, a half-day or a day, at the discretion of the latter and with the approval of the superintendent. One student only at a time is assigned to any one teacher; but each student serves in at least

three grades of schools in the course of his term of service, the duration of which is six months, or half a school year. After finishing his apprenticeship the student resumes his course at the Normal School, spending another half-year there before receiving his diploma.

During the period of apprenticeship four days of each week are devoted exclusively to it by those employed in the work. One day of the week (Wednesday) is spent by them in the Normal School, where they are employed, not in the ordinary study and work of the institution, but in the following manner : —

They hold such consultation with the teachers of the school, and make such use of books, as may be most helpful to them in their immediate work as apprentices.

They make informal statements to the school of such facts of their experience as may be of advantage to the other students to hear,— concerning ways of teaching, cases of discipline and the like,— keeping in mind always the private character of the daily life of the school-room, and under special warning against revelations that might seem objectionable.

Each apprentice keeps a diary of the occupation and experience of every day's service, and this record is inspected by the faculty of the Normal School. He also makes out a report at the end of his term, in which he gives his own estimate of his success in his work.

The following copy of a diary kept by one of the apprentices, not, however, with any notion of its being printed, gives an account of a week's experience : —

MONDAY, March 9, 1885. — Instead of having the children read wholly from the readers, we let one class read from slips of paper upon which Miss —— and I have, as we had time, been copying selections from another book. I should have thought the children would have liked it very much for a change, but they didn't seem to like it any better than reading the usual lessons. I think the reason was that, as every slip was different, those who were not reading had to sit up and listen, and couldn't even prompt or correct mistakes — they like to have some active part in what is going on.

I have occasionally, as I had time at noon, drawn some picture on the blackboard. One night after school, pointing to a picture of a rabbit on the blackboard, I asked a boy what it was. "Rabbit," he answered, quickly. "How did you know?" "Long ears," was his brief reply.

TUESDAY, March 10. — Each morning, after the opening exercises, the children have singing and also usually some individual exercise in music. Although most of them have been in school less than two years they seem very skilful in reading the notes by letter and in singing from numbers that are put on the board, thus, — 1, 2, 3, 2, 3, 3, 1, 3, 2, 4, 5, 3, 1, 1. If they are giving attention and keep the place, they can follow the changes almost perfectly. Once in a while, when they are singing, some boy will try to put in variations by singing up on *very* high notes. The rest usually pay no attention to this, but sing on in correct tune.

To-day I told the first class that they might write a story about a boy and girl who went a-fishing, making it up and writing whatever they pleased. Some went directly to writing, while others had to think quite a while. Finally, one boy said, "I don't know how to commence." I told him to say, "Once upon a time," if he couldn't think of anything else. Most of them had a more original beginning. One girl covered both sides of her slate.

One of the shorter ones was something like this: —

"John and his sister went with him and they caught six of them they were nice and then they took them home and skin them with a knive and eat them and they were nice and every one has a pice and they did look good they ate them all up an did not saye I don't like fish."

WEDNESDAY, March 11. — At the Normal School. One of the teachers talked to us to-day about teaching children the sums of certain numbers at sight. If the children could learn the sums of some numbers and remember them, it would save them some time and trouble, I should think. If they could only remember that $2+2=4$, $3+1=4$, $2+3=5$, etc., without counting up, it would help them say their tables and do combination examples.

During one of the periods, as we did not have enough to talk about in connection with our school work, the teacher commenced reading a very interesting story to us. It is an English translation of a Danish drama, and I hope we shall hear the whole of it.

On the platform we apprentices sang the "action song" that we have been learning. I feared that some of us would laugh, but we succeeded in keeping sober.

THURSDAY, March 12. — This afternoon there were three lady visitors in our school. It has previously seemed to me that these children hadn't learned the art of "showing off," or of acting differently when visitors are in, but to-day they seemed a little conscious of being watched and were quite mischievous and ready to laugh. Once in a while the ladies would see something that they could not help laughing at, and that seemed to please the boys and they laughed too.

The teacher asked me this afternoon to tell the children a story. So I told them one that I happened to hear read last evening, "The Dog of Flanders." I changed it a little, so that it should have a pleasant ending. The children are always quiet and orderly when a story is told to them.

The teacher suggested that I have the children recall and write some time to-morrow a part of the story I told to-day.

FRIDAY, March 13. — To-day I gave the drawing lesson to the second class, instead of to the whole school, as I usually do. I like better to give it to the whole school, there seems to be more interest, and better attention is given.

Yesterday we drew an ellipse and then changed it into a locket. To-day I told them to make the same thing that we drew yesterday. Quite a number remembered and drew the locket.

Two of our nice girls left school to-day. The school has, all the time, many more boys than girls. I wondered why, until my teacher told me that a great many of the girls go to the Sisters' School.

One of our big boys cried with toothache this morning. I pitied him, and I guess the teacher did, for she sent him home at recess. He did not come back this afternoon. Just after school I saw him on Front Street selling papers and looking as well as usual.

The apprenticeship is designed to give the student practical acquaintance with the work of teaching, and training in that work. It is founded in the conviction that, whether education be a science or not, teaching in the public schools of Massachusetts is an art, — an art to the successful practice of which there is need of some initiation under the guidance of experience and skill; an initiation akin to that which an apprentice passes through in learning his trade.

A secondary purpose is to furnish the faculty of the Normal School with more full and satisfactory data for their estimate of the teaching ability of students. How the recruits will behave under fire cannot be

determined by drill in the manual, or by dress parade. The apprenticeship goes far toward answering the important question. The apprentice is visited by the faculty of the Normal School while engaged in his work, and is carefully observed and assisted by suggestions. The teacher of each school in which he has served makes out a report in the following form : —

[STATE NORMAL SCHOOL AT WORCESTER.]

Report of the Apprentice-Work of .....

Grade ..... Street School.

Time from ..... to .....

Scale, 10 — Use no fractions.

No. of Absences.	No. of Tardinesses.	Power of Control.	Power of Interesting.	Skill in Questioning.	Skill in Explaining and Illustrating.	Enthusiasm.	Bearing.

1. What traits of excellence (if any) have been shown in teaching or management?

2. What weakness or deficiency?

[Signature] .....

The additional six months of preparation required by the system under consideration secure to the student greater maturity of body and mind. The need of such maturity is apparent in the case of the majority of those who enter upon the work of teaching.

That the object of the apprenticeship is attainable by the plan adopted is not merely probable, but is already matter of experience. The method, although believed to be new in this country, is not in itself a thing new or untried.

The German system of public education requires of the candidate for the office of teacher a season of service under direction, of probation

under supervision, the essential elements of which are embodied in this apprenticeship. Something like it also prevails extensively in England.

Moreover, the method is simply the extension of one that was for five years in successful operation in this school. The students are found to derive from their experience a fresh interest in their chosen work. They realize the practical bearings of the principles and methods they have studied; they acquire the "courage of having done the thing before"; they test their remedies for the school diseases of inattention, disobedience and the like, by trial on actual patients; they acquire skill that is of vast moment to them at the critical period when they take charge, as teachers, of their first school.

It is no small evidence of good results that the school board of the city of Worcester heartily approve the system on the ground of the benefit accruing indirectly to the city schools, through the greater fitness of the apprentices to become teachers.

As the student of the Normal School who passes successfully through the period of apprenticeship receives a certificate of the fact in connection with his diploma at graduation, the extra time required for the experience must in almost every case be more than made good by the greater probability of securing a position, and the greater likelihood of success at the outset of the teacher's career.

There are, however, individuals in the school for whom it is impossible or impracticable to undertake this special preparation. The apprenticeship is not enforced upon any student; it is simply recommended. Individuals who do not enter upon it enjoy all the advantages of the school with this single exception.

The Study of Children.

For three years past the ordinary work in psychology has been supplemented by original work on the part of the pupils in the observation of children. The work was begun in consequence of a suggestion made by Prof. G. Stanley Hall, who was at that time making an effort to in-

duce parents and others having the care of children to record their sayings and doings with a view of increasing the data on which mental science rests. His suggestion that possibly pupils in a normal school might pursue their study of psychology in part by this method was adopted with results even more valuable than was anticipated.

The Principal explains the nature of the work to the students very carefully, giving special prominence to the necessity of having the records genuine beyond all possibility of question, of having them consist of a simple statement of what the child does or says without comment on the part of the writer, of making them without the knowledge of the child at the time or at any other time, and of noting the usual, rather than the unusual, conduct or remarks of the children observed.

For convenience in classification, blanks of five colors are provided for the records. White paper is used for such observations as students make themselves; red for well attested ones reported by others; yellow for reminiscences of their own childhood; green for mention of whatever they read on the subject; and chocolate for observations that extend continuously over a period of time. Each blank has the following heading: —

[STATE NORMAL SCHOOL AT WORCESTER.]

STUDY OF CHILDREN.

1. Date, ...

2. Observer's name, ... age, ...

   P. O. Address, ...

3. Name (or initials) of person (child) observed, ...

   sex, ... ; nationality, ... ; age (yrs. and mos.), ...

4. Length of time between making the observation and recording it, ...

RECORD.

.....

If the record is from hearsay the names of both recorder and observer must be given.

The conduct of children in all circumstances, at home, at school, in the street, at work, at play, in conversation with one another and with adults, is the proper subject of these records. The pupils write the records at their convenience (immediately after making the observation is the best time), and put the papers in a designated place. The teacher reads them from time to time and classifies them under the heads,—knowledge, reasoning, imagination, conscience, feeling, play, etc.

This work does not take the place of systematic instruction in psychology, but prepares for it and supplements it.

This work, begun as an experiment, has taken its place as a permanent part of the school curriculum,—a part that in the opinion of both teachers and students should be about the last to be given up. Perhaps no portion of the pedagogical training has a more direct influence in developing the qualities most sought in a teacher. That curiosity concerning the distinctive phenomena of child-nature is aroused, that intelligent sympathy with children as such is excited, and that skill in discipline and in instructing is gained, is clearly manifest. The testimony of graduates abundantly confirms the opinion of teachers on all these points.

Pupils are furnished at the outset of their work in psychology with facts of their own observation, which serve as elementary materials for scientific classification and study; they have a habit of observing a certain class of phenomena, and have received suggestions and cautions that are of service to them in other departments; they are able to pass more easily to mental science because they have learned that that, as well as natural science, can be pursued by an objective method; they have an already awakened and active interest in the subject that gives them pleasure in learning general principles, sometimes in part known by their own observations; and, moreover, they attach a different value to a text-book which they see is a natural outgrowth of an experience like their own.

It has not been necessary to make this work compulsory. Students have found it agreeable, in some cases highly so. As all pupils make

observations, many records have no value apart from the wholesome endeavor that made them, but a progress in the significance of the things noticed and in the manner of recording them is apparent. During the latter part of a term the proportion of significant and valuable papers is greater than during the first part. All papers are carefully preserved (about 2,000 have been collected each year); and it is hoped that they may be of value to students of child-nature; but the primary object of collecting them is the training of prospective teachers, and so highly does the work commend itself as a means to this end that if nothing ulterior to this is gained, complete satisfaction, and no disappointment, will be experienced.

Requirements for Admission.

THE REQUIRED AGE is, for young men, seventeen years; for young women, sixteen.

The *average* age of those admitted is usually a little less than nineteen years. Pupils who enter at an age much below the average are rarely able to get the full benefit of the instruction given without remaining more than two years in the school.

Candidates must show upon examination good capacity and general intelligence, and also fair attainments in the following branches: viz., reading, spelling, penmanship, geography, arithmetic, English grammar, history of the United States.

Other things being equal, those gain most advantage from the course who have spent the longest time in preparation.

The entrance examination is often passed creditably by pupils who have made rapid progress in the required studies, but who have not sufficient intellectual maturity to pursue profitably a more advanced course of instruction. It will be seen, therefore, that three things must be considered in the case of each candidate for admission: (1) *age*, (2) *time spent in preparation*, (3) *ability to pass the examination*.

The standard may be reached in any one of these things and the candidate still be unprepared to enter, by reason of deficiency in one or both of the others.

The scope and character of the examinations are indicated by the "Questions" printed in the Appendix.

Express warning is given against trying to enter in the hope of "making up" deficiency in any of these departments.

Candidates must present certificates of good character, must have good health, must promise a faithful observance of school regulations, and must declare in writing their intention to complete the prescribed course of study and training, and to engage in teaching after graduation.

Time of Examination for Admission. — The regular examination begins on the first day of each term (see Calendar); and applicants must be present at that time, unless detained by sickness or other imperative and unforeseen necessity.

The examination continues through two days; and lunch should be brought each day, on account of the distance of the school from the centre of the city.

Candidates for admission may present themselves for examination six months, or even a year, before they expect to join the school, and are advised to do so, if convenient, for the sake of becoming better acquainted with the nature of the requirements.

Students are not admitted to advanced classes, and must not expect to complete the elementary course in less than two years.

Special Students. — Applications having been occasionally made by college graduates to take a special (elective) course at the school, it has for some time been the rule to allow such, in common with graduates of normal and scientific schools, the full advantage of the institution. On the completion of such a course, a certificate is given, specifying the character and quality of the work done, and the fitness of the candidate to serve as a teacher in the public schools.

LEAVE OF ABSENCE.— It is often the case that, through weak health or stress of circumstances, pupils may be obliged to miss one, two, three or more terms. It is in the interest of such that the course need not be pursued uninterruptedly to the end. Students may, and often do, obtain leave of absence to teach or to rest, and resume their work afterwards. This divides, but of course does not shorten, their course of study.

TERMS OF TUITION. — Tuition, and also the use of all text-books, is free to such as intend to teach in the public schools of Massachusetts, whether residents of this State or not. Those whose purpose is to teach in other States or in private schools are required to pay in advance fifteen dollars a term (thirty dollars a year) for tuition. A fee of two dollars a term in advance is required of each pupil to meet incidental expenses.

Pupils who withdraw from the school without permission of the Principal must pay at the rate of fifteen dollars a term for the tuition they have received.

Government.

The government of the school is not a government of rules, nor even of laws. The school is not without law, but the pupils are led by suggestion, encouragement and admonition to become a law unto themselves. That this is a statement not merely of what is thought desirable as a method of government, but of what is actually accomplished, is the testimony of both official and casual visitors of the school. The pupils hardly realize that they are governed; they feel that they govern themselves.

Health.

INSTRUCTION IN HYGIENE. — A marked feature of the school is the special attention directed not only to the physical well-being of the pupils, but to such instruction as will enable them to deal practically with living questions of hygiene as they arise in every-day life. The

pupils are both taught to understand the conditions of healthful life, and trained and assisted to put into practice the instruction they receive in the care of health. They have careful oversight and are advised individually according to their needs. No pupil enters the school without furnishing a physician's certificate of good health, and no pupil is allowed to remain whose physical condition is not thought equal to the demands of the school work. In cases of fatigue, exhaustion, or such indisposition as may unfit pupils for duty, they are advised to take immediate rest; and it is for the use of such that a quiet room, fittingly furnished, and one of the lightest and pleasantest in the building, has been set apart. Special efforts are made to counteract any tendency to over-work, over-excitement, or hurry. No recitations or study-periods are longer than forty minutes, and during the ample and frequent intervals of relaxation school work is completely put aside.

Recreation. — The pupils find a fund of social recreation, not only in the hall, which is provided with a piano, and which is thrown open to them to enjoy themselves as they will, but in the large lunch-room used exclusively for the purpose that its name indicates. Shortly after midday the luncheons, left since the last recess in the hot-closet, are brought out, and the room is soon made lively by the voices of a hundred or more pupils, seated in groups around tables filled to overflowing with the several contributions to this noonday feast. During the warmer months, however, the lunch-room has even to yield in attractiveness to the tree-shaded grounds about the building.

Physical Exercise. — A special time is set apart every day for physical exercises of some sort. These are not set calisthenic movements of the usual kind, but take the form of thorough drill in the throwing of light balls, the handling of sticks or wands, marching to music, singing in chorus, or such exercise as is fitted to develop vigor and activity of body at the same time that it cultivates habits of precision and accuracy, and fits the pupils to meet some of the difficulties of drill and discipline in the profession for which they are being trained.

Platform Exercises.

No efforts are spared to train the pupils to habits of self-reliance. It is to this end that special importance is attached to the platform exercises. These occupy a half-hour or so every day, and during this period pupils volunteer, each for five minutes or more, to read or recite, or to talk to the school upon any subject which they may have chosen. At such a time they have constantly to meet the criticism and questions of teachers and fellow-pupils; and thus the exercise has been found to be valuable, not only in training the pupils to use the English language with facility and force, and to speak with distinctness and accuracy, but in bringing them to face the sort of difficulties that they may be expected to meet in their profession. On Wednesdays the apprentices have exclusive possession of the platform, and on each such occasion they give to the school, as elsewhere described, the results of their past week's experience in teaching.

The Library.

The library has been made to contribute materially to the progress of the pupils, both in general intelligence and literary culture, partly in consequence of the device of placing it in the school hall and in the recitation-rooms, where it can be used at all times without formal permission. Books may be taken home on Saturday afternoons and kept until Tuesday, and as they can be obtained more easily from this library than from any other, a large part of the pupils confine their reading to this collection. The result is an acquaintance with a somewhat large number of books of the best sort, and a manifest improvement in literary taste and in standards of excellence.

The almost unrestricted use of the library is not abused. While the appearance of the books is convincing evidence that they are read, not more than two or three volumes have been lost or mutilated in the four-

teen years of the existence of the school, and it is rarely necessary to inquire for a book when it is needed.

The number of volumes is at present more than 2,000, and additions are constantly made up to the limits of the funds available for that purpose.

General Facilities.

INCIDENTAL ADVANTAGES. — Important facilities for general improvement are offered to pupils in the libraries, institutions and other means of culture in which Worcester is rich.

The extensive and well-arranged museum of the Worcester Natural History Society is open for inspection, and specimens in all departments can be borrowed by teachers and students, and taken to the school for purposes of study and illustration.

The hall of the American Antiquarian Society contains a notably rich store of interesting exhibits, and the library includes a rare treasury of books pertaining to American history.

The Free Public Library stands unique among the institutions of the kind in this country for the effective relationship existing between it and the schools. Its large and well-endowed reference library, its well-filled circulating department, its reading-rooms, supplied with the leading domestic and foreign papers and periodicals, afford exceptional opportunities to the schools. Special facilities are offered to teachers and pupils, and the librarian is unsparing in his efforts to render every aid in the choice and use of books, or in any way in which he can assist the reader.

RAILROAD FARES. — The six lines of railroad centring in Worcester afford easy communication with the neighboring towns and villages. Season-tickets or mileage-tickets are issued to pupils of the Normal School at greatly reduced rates, and the daily sessions of the school are so arranged as to accommodate those who wish to come and go by the cars.

General Information.

Board and Rooms. — Students are advised to board in the city, if possible. Not much is saved pecuniarily by those who go in and out every day by rail, and the loss of time and the incidental exposure put them at serious disadvantage.

There is no boarding-house connected with the school; but suitable accommodations in respectable private families in the neighborhood, approved by the authorities of the institution, are easily obtained. To such as seek information or advice in this direction, the Principal is ready to give every assistance in his power.

In the case of pupils of the Normal School the average cost of board (generally including room, fuel, light and washing) has been ascertained to be about four dollars per week.

Incidental Expenses. — The necessary incidental or miscellaneous expenses have averaged about five dollars for each pupil for the term, or ten dollars a year.

These averages imply strict economy on the part of pupils, and in making an estimate of expenses it would probably be unsafe to go below the above figures.

State Aid.

The Commonwealth has regularly appropriated several hundred dollars a year to each of its Normal Schools, to be divided among such pupils as are most needy and deserving. This school of course receives its proper share of such funds, and is able to render assistance to a number of students each year.

The State also gives the use of all the text-books required in the course, as well as free access to an ample and well-selected library of reference and general literature.

Normal School Scholarships at Harvard.

There are eight scholarships in the scientific school of Harvard University for the benefit of graduates of the State Normal Schools. The annual value of each of these scholarships is one hundred and fifty dollars, which is the price of tuition; so that the holder of the scholarship gets his tuition free.

The incumbents are originally appointed for one year on the recommendation of the principals of the schools from which they have been severally graduated. These appointments may be annually renewed on the recommendation of the faculty of the scientific school.

To Visitors.

A hearty invitation is extended to the parents and friends of pupils, to all, in fact, who may feel inclined, to visit the school, and see the current and method of its daily working. The first two and last two weeks of a term are, obviously, the least favorable times for a visit.

The school committees and superintendents of the neighboring towns are particularly and earnestly urged to make themselves acquainted with this school, — especially designed, as it is, to aid them in their work of improving our public instruction, — and to introduce to its advantages such young teachers of promise as aspire to more thorough preparation for their calling.

The school is not in session on Mondays. On other days the hours (leaving out the noon recess) are from twenty-five minutes past nine o'clock to five minutes to four, an arrangement that has been found the most convenient for ninety-six per cent. of the pupils.

APPENDIX.

Graduates.

NOTE. — All the graduates have been examined and approved as teachers for the schools of Worcester by the examining committee of the school board of the city.

☞When any change of name or residence has been reported it is indicated immediately under the name and residence at the time of graduation. Graduates will see that it is very desirable to have notice of such changes promptly sent to the Principal.

FIRST CLASS, JULY, 1876.

NAMES.	RESIDENCES.
Lydia Walker Ball	*Upton.*
Harriet Crook	*Valley Falls.*
Mrs. Fred. Snider (Bay State), *Northampton.*	
Ella Eudora Goddard	*Worcester.*
Ella Jane Lyford	*Spencer.*
Worcester.	
Joseph Chauncey Lyford	*Spencer.*
Worcester.	
Marianna Newton	*Worcester.*
Mrs. Henry E. Chace, *Fall River.*	
Alice Vara Proctor	*Spencer.*
Mrs. Nathan A. Cobb, *Easthampton.*	
Hannah Arabella Tucker	*North Brookfield.*
Celia Eliza Whiteman	*Le Roy, N. Y.*
Batavia, N. Y.	
Fanny Alberta Williams	*Worcester.*

SECOND CLASS, JANUARY, 1877.

Frances Maria Athy	*Worcester.*
Effie Lillian Bennett	*Worcester.*
Sarah Ann Boyd	*Cherry Valley.*

NAMES.	RESIDENCES.
Florence Emily Brown	*East Douglas.*
Mrs. Horace Martin, *East Douglas.*	
Harriet Abigail Brown	*East Douglas.*
Mary Ellen Cecilia Carroll	*Worcester.*
Jennie Luliona Dearborn	*Worcester.*
Clara Amelia Grout	*Worcester.*
Mrs. John W. Nichols, *Barre, Vt.*	
Milly Jane Hall	*Upton.*
Mrs. Henry L. Patrick, *Hopedale.*	
Gertrude Hawkins	*Fitchburg.*
Mrs. Charles F. Wilson, *Fitchburg.*	
Augusta Seaver Houghton	*Wilkinsonville.*
Mrs. Louis E. Chase, *Wilkinsonville.*	
Annie Devereaux Johnson	*Worcester.*
Mrs. James Logan, *Worcester.*	
Helena Adelaide Marie Kalaher	*Worcester.*
Gertrude Mitchell King	*Nantucket.*
Margaret Jane McCann	*Worcester.*
Mary Elizabeth Murphy	*Worcester.*
Philadelphia, Pa.	
Jeannette Maria Putnam	*Northbridge.*
Dorchester.	

THIRD CLASS, JULY, 1877.

Carrie Maria Adams	*Worcester.*
Emma Abbie Bigelow	*Holden.*
Mrs E. C. Houghton, *Portland, Me.*	
Ida Frances Boyden	*Oakham.*
Mrs. Alvan H. Brown, *East Douglas.*	
Jennie Ellis Chandler	*Duxbury.*
Bessie Alice Chase	*Worcester.*
Mrs. Edmund P. Capron, *Boston.*	
Josepha Percy Chase	*Worcester.*
Providence, R. I.	
Katie Agnes Coughlin	*Worcester.*
Mabel Crane	*Blackstone.*
Mrs. W. Henry DeLong, *Worcester.*	
Mary Rebecca Doherty	*Worcester.*
Mrs. Thomas D. Connolly, *Beverly Farms.*	
Eliza Ann Fairbanks	*Westborough.*
Mrs. C. H. Hersem, *Westborough.*	
Ellen Montgomery Fitts	*Worcester.*
Mrs. Robert M. Higgins, *St. Louis, Mo.*	

NAMES.	RESIDENCES.
Mary Elizabeth Fitzgerald	*Worcester.*
Ida Louise Gaskill	*Blackstone.*
Ella Eudora Hall	*Worcester.*
Mrs. Alfred C. Bradish, *Worcester.*	
Mary Field Harrington	*Worcester.*
Anna Beatrice Hopkins,	*Worcester.*
Mrs. John H. Leland, *Worcester.*	
Olive Rice Jenks	*Spencer.*
Mrs. Benjamin S. Crocker, *Topeka, Kan.*	
Lucia Naomi Jennison	*East Templeton.*
Mary Ann Kean	*Worcester.*
Mrs. James Early, *Worcester.*	
Anna Maria Murray	*Worcester.*
Katie Ann McCarthy	*Worcester.*
Minnie Willietta Sherman	*Worcester.*
Anna Maud Smith	*Worcester.*
Mrs. Otis A. Merrill, *Lowell.* Died in Lowell, April 30, 1886.	
Hattie Urania Thwing	*Worcester.*
Mrs. Charles F. Smith, *Boston.*	
Annie Teresa Timon	*Worcester.*
Isabella Livingston Tullis	*Worcester.*
Mrs. William A. Harding, *Brooklyn, N. Y.*	
Jennie Abbie Whitney	*Worcester.*
Mrs. Henry H. Browning, *Haverhill.*	

FOURTH CLASS, JANUARY, 1887.

Lizzie Joanna Andrews	*Worcester.*
Addie Jane Booth	*Worcester.*
Mrs. Alvarado A. Coburn, *Worcester.*	
Ella Agnes Casey	*Worcester.*
Elizabeth Edwina Chapin	*Worcester.*
Jennie Cora Clough	*Worcester.*
Edna Currier	*Worcester.*
Mrs. Amory C. Holden, *Worcester.*	
Anna Crosby Cutting	*Templeton.*
Katie Anna Fallon	*Worcester.*
Addie Eliza Kendall	*Worcester.*
Mrs. William E. Waite, *Worcester.*	
Armina Lillian Paul	*Worcester.*
Mrs. James C. Stewart, *Worcester.*	

NAMES.	RESIDENCES
Lilla Maria Rice	*Grafton.*
Mrs. Charles L. Ware, *Fort Scott, Kan.*	
Fanny Louise Smythe	*Worcester.*
Mrs. John F. Kyes, *Worcester.* Died in Worcester, April 19, 1882.	
Marietta Sykes	*Blackstone.*
Mrs. Edward D. Brown, *Minneapolis, Minn.*	
Mary Alice Winter	*Northbridge.*
Worcester.	

FIFTH CLASS, JULY, 1878.

Nettie Eliza Adams	*Fitchburg.*
Mrs. J. Chauncey Lyford, *Worcester.*	
Elizabeth Estelle Bent	*South Gardner.*
Mrs. Franklin Eaton, *South Gardner.*	
Emma Frances Brown	*Worcester.*
Isabella Newton Eddy	*Leicester.*
Mrs. Charles T. Newton, *West Boylston.*	
Mary Abby Hayward	*Ashby.*
Mary Elizabeth Houghton	*Worcester.*
Mrs. C. David White, *Washington, D. C.*	
Isabel Pemberton Morey	*West Brookfield.*
Harriet Betsey Sargent	*South Gardner.*
West Somerville.	
Carrie Angelicia Smith	*Worcester.*
Nellie Blake Webber	*Worcester.*
Mrs. Winslow S. Lincoln, *Worcester.*	

SIXTH CLASS, JANUARY, 1879.

Jennie Irene Adams	*Fitchburg.*
Springfield.	
Hattie Woodward Arnold	*Westborough.*
Mrs. D. O. Clark, *Warren.*	
Emma Buckley	*Worcester.*
Mary Rosalie Goddard	*Worcester.*
Mary Emma Hastings	*Westborough.*
Jennie Leonora Higgins	*Worcester.*
Effie Frances Kinne	*Plainfield, Conn.*
Mrs. Edwin D. Goodell, *Brookfield.*	
Katie Agatha McLoughlin	*Worcester.*
Hattie Stearns Putnam	*Worcester.*

NAMES.	RESIDENCES.
Sarah Elizabeth Rogers	*Worcester.*
Adeline Estelle Sprague	*Worcester.*
Marion Capitola Tucker	*North Brookfield.*

SEVENTH CLASS, JULY, 1879.

Eugene Bacon *Nobscot.*	*Framingham.*
Mary Ella Clark	*Paxton.*
Susan Drake	*Spencer.*
Maggie Agnes Flaherty	*Worcester.*
Emma Lorette Giffin Mrs. Charles H. Wright, *Haselton, Ohio.*	*Templeton.*
Katie Elizabeth Kenney *Milford.*	*Worcester.*
Ellen French Lindsay	*Grafton.*
Henrietta Agnes Murray	*Worcester.*
Anna Harriet Newton Mrs. Fred. Barnes, *Worcester.*	*Paxton.*
Edwin Thomas Painter, B. S. Edwin Thomas Painter, M. D., *Pittsburg, Pa.*	*Worcester.*
Emma Miller Plimpton	*Northbridge.*
Mary Agnes Rourke	*Worcester.*
Mary Abbie Sanborn Mrs. George B. Paddock, *Minneapolis, Minn.*	*West Baldwin, Me.*
Abby Brewer Shute	*Auburn.*

EIGHTH CLASS, JULY, 1880.

Sarah Maria Averill	*Plainfield, Conn.*
Cora Anna Baldwin	*Worcester.*
Mary Elizabeth Barnard Mrs. William J. D'Ewart, *Worcester.*	*Harvard.*
Mary Mead Bowen	*Mianus, Conn.*
Mary Etta Buxton Mrs. Robert W. Robinson, *Worcester.*	*Worcester.*
Sarah Maria Davis	*Webster.*
Daisy Alice Miranda Fairchild Mrs. Sidney A. Sherman, *Amherst.*	*Worcester.*
Hattie Grant Gates	*Worcester.*
Mary Gertrude Griggs	*Worcester.*

NAMES.	RESIDENCES.
Etta Lorenda Hill	*West Upton.*
Mrs. Edward H. Forbush, *Worcester.*	
Caroline Elizabeth Howe	*Paxton.*
Mary Anne Kane	*North Brookfield.*
Mrs. John A. Howard, *Spencer.*	
Harriet Lightbourn	*Worcester.*
Alice Eliza Meriam	*Worcester.*
Emma Sophronia Peirce	*Leicester.*
Died in Worcester, March 26, 1884.	
Nellie Louisa Pierce	*Chesterfield, N. H.*
Mrs. Fred. W. Fogg, *Worcester.*	
Rosa Isabelle Seavey	*Worcester.*
Mrs. William C. Howe, *Worcester.*	
Anna Philena Smith	*Central Village, Conn.*
Maude Mary Smith	*Grafton.*
Marina Harwood Tucker	*North Brookfield.*

NINTH CLASS, JULY, 1881.

N. B. — Graduates whose names are marked with (A) have, besides passing through the regular course of study, served for a half year as apprentices (see page 16) in the public schools of the city of Worcester.

Selma Petronella Ahlstrom (A)	*Worcester.*
Hattie Bond Andrews (A)	*Worcester.*
Olive Maria Butler	*Worcester.*
Mrs. Charles F. Howard, *Orange.*	
Elida Maria Capen (A)	*Charlton.*
Rebecca Harlow Davie	*Worcester.*
Wilton Herbert Desper, B. S.	*Worcester.*
Stafford Springs, Conn.	
Edward Doolittle Fitch	*Worcester.*
Edward Doolittle Fitch, M. D., *Worcester.*	
Anna Trask Kelley (A)	*Worcester.*
Mary Emily McCormick (A)	*Worcester.*
Alice Caroline Mason (A)	*Worcester.*
Mrs. George F. Barnard, *Worcester.*	
Catherine Theresa Nevins (A)	*Nantucket.*
Georgiana Maria Newton (A)	*Worcester.*
Bertha May Peckham (A)	*Southborough.*
Mrs. Elmer I. Balcom, *Whitinsville.*	

NAMES.	RESIDENCES.
Elizabeth Nettie Robinson	*Templeton.*
Mrs. W. S. Hincks, *Hyde Park.*	
Angenette Ethelinda Stone (A)	*Northbridge.*
Minneapolis, Minn.	
Jennie Matilda Tainter (A)	*Worcester.*

TENTH CLASS, JANUARY, 1882.

Florence Bicknell (A)	*Rowe.*
Died in Boston, May 28, 1885.	
Alice Chapin (A)	*Auburn.*
Abbie Mitchell Dorr	*Southborough.*
Mary Blake Dudley (A)	*Worcester.*
New York City.	
Emma Gertrude Goodwin (A)	*Worcester.*
Abbie Calista Hale	*Hubbardston.*
Lizzie Frances Jones (A)	*Lunenburg.*
Fransess Dolbell Martin	*Worcester.*
Ida Marion McCambridge (A)	*Worcester.*
Elizabeth Adelaide Potter	*Worcester.*
Mary Ella Proctor (A)	*Worcester.*
Mrs. Henry B. Quimby, *Malden.*	
Anna Bush Ranger (A)	*Worcester.*
Sarah Lydia Sawyer	*Fitchburg.*
Caroline Isabel Stone (A)	*Auburn.*
Mrs. William Woodward, *Worcester.*	
Mabel Burnside Tew (A)	*Worcester.*
Mrs. Hiram E. Barnard, *Worcester.*	
Anna Laura Wells (A)	*Rowe.*
Mrs. Benjamin T. Henry, *Rowe.*	
Mary Blanche Wheatly (A)	*Worcester.*
Died in Worcester, Feb. 7, 1886.	

ELEVENTH CLASS, JUNE, 1882.

Harriet Almira Baker	*Phillipston.*
Addie Maria Blenus	*Worcester.*
Anna Theresa Cavanough (A)	*Worcester.*
Louis Richards Condry	*Groton.*
Ann Foskett (A)	*Webster.*
Mary Elizabeth Horgan (A)	*Worcester.*
Mrs. John J. Brennan, *Worcester.*	

NAMES.	RESIDENCES.
Mary Eliza Jenks (A)	*Spencer.*
Mrs. G. Samuel Boutelle, *Spencer.*	
Julia Ardelle Mann (A)	*Blackstone.*
Edwin Scott Matthews, B. S.	*Worcester.*
Grace Emily Pearl (A)	*Southborough.*
Mrs. Albert C. Brown, *Fitchburg.*	
Ada Dora Saunders (A)	*Worcester.*
Jennie Melenda Sprout	*Worcester.*
Died in Worcester, Feb. 24, 1886.	
Anna Daniels Stowell (A)	*Worcester.*
Mary Florence Stratton (A)	*Millbury.*

TWELFTH CLASS, JANUARY, 1883.

Martha Dowse Adams (A)	*Worcester.*
Boston.	
Harriet Annie Colton	*Oxford.*
Mrs. Frederick A. Wellington, *Webster.*	
Mary Ellen Convery (A)	*Worcester.*
Hannah Mary Kickham (A)	*Worcester.*
Mary Catherina Morrissey (A)	*Worcester.*
Mabel Piper (A)	*Worcester.*
Anna Theresa Smith (A)	*Worcester.*
Mary Celia Smith (A)	*Worcester.*
Etta Melissa Thayer (A)	*Worcester.*
Etta Theresa Whalen (A)	*Worcester.*

THIRTEENTH CLASS, JUNE, 1883.

Ada Bartlett Braman	*Worcester.*
Mrs. Charles L. Tower, *Worcester.*	
Minnie Anna Burgess Chase	*Worcester.*
Louise Frances Clark (A)	*Paxton.*
Mary Louise Gafney (A)	*Worcester.*
Alphonsine Talon L'Esperance (A)	*Worcester.*
Died in St. Hyacinthe, Que., Jan. 1, 1887.	
Mary Frye Lewis	*Willimantic, Conn.*
Mary Agnes McGillicuddy	*Worcester.*
Mary Alice Marshall	*Still River.*
Jessie Moore Nichols	*Auburn.*
Jennie Mitchell Perrin	*Westborough.*
Mrs. Frederick A. Richardson, *Worcester.*	

NAMES.	RESIDENCES.
Alice Valentine Phelps	*Worcester.*
Estella Virginia Rolston (A)	*Worcester.*
Jennie Elizabeth Sanderson (A)	*Worcester.*
Mary Gertrude Smith (A)	*Quinsigamond.*
Agnes Rose Stewart (A)	*Worcester.*
Abbie Josephine Taft (A)	*Worcester.*
Lizzie Minnie Urban	*South Westminster.*
Octavia Howard Vaughan (A)	*Worcester.*
Hattie Louisa White	*Boylston Centre.*
Margaret Osgood Whitney	*Worcester.*
Mrs. Frederick W. Blackmer, *Worcester.*	
Grace Carpenter Williams (A)	*Gardiner, Me.*
Mrs. Charles S. J. Ruggles, *Gardiner, Me.*	

FOURTEENTH CLASS, JANUARY, 1884.

Mary Louise Blenus (A)	*Worcester.*
Died in Millbury, Feb. 6, 1887.	
Daniel Henry Casey	*Worcester.*
Ellen Gertrude Daley (A)	*Worcester.*
Adelia Teresa Gauren (A)	*Worcester.*
Eliza Tainter Gilbert (A)	*Worcester.*
Mrs. George Day, *Worcester.*	
Eudora Estella Hay	*Worcester.*
John Edward Lynch	*Worcester.*
Nellie Abbie Robbins (A)	*Rochester, N. Y.*

FIFTEENTH CLASS, JUNE, 1884.

Maria Fernald Bosworth (A)	*Worcester.*
Maud Loetta Davis (A)	*Worcester.*
Ellen Frances Fallon	*Worcester.*
Margaret Frances Hagan	*Worcester.*
Lilla Ingalls	*East Templeton.*
Mrs. Albert D. Felch, *West Medford.*	
Mary Jessie King	*Middleville, N. Y.*
Mrs. Frank H. Buxton, *Worcester.*	
Etta Rosella Leonard (A)	*Worcester.*
Mrs. Irving E. Comins, *Worcester.*	
Mary McCann (A)	*Leominster.*
New Britain, Conn.	

NAMES.	RESIDENCES.
Anna Gertrude Melanefy (A)	*Worcester.*
Died in Worcester, Nov 30, 1885.	
Annie Ward Newell (A)	*Millbury.*
Helena Bridget O'Keefe	*Worcester.*
Providence, R. I.	
Edith Marietta Rolston (A)	*Worcester.*
Mary Lucy Seavey (A)	*Worcester.*
Alice Alberta Tatman (A)	*Quinsigamond.*
Mrs. Arthur E. Hayer, *Quinsigamond.*	
Elizabeth Pickering Thompson	*Durham, N. H.*
Mrs. Albert DeMeritt, *Durham, N. H.*	
Katy Adaline Wilder	*Sterling.*
Mrs. R. Lincoln Chandler, *Sterling.*	

SIXTEENTH CLASS, JANUARY, 1885.

Katherine Blanche Adams	*Worcester.*
Mrs. Lester T. Crook, *Worcester.*	
Mary Louise Burroughs	*Boxborough.*
Minnie Jennie Condy (A)	*Worcester.*
Mrs. Charles F. Pharaoh, *Worcester.*	
Emma Florence Davis	*Shrewsbury.*
Mrs. George E. Stone, *Shrewsbury.*	
Cora Belle Drew	*Burlington, Vt.*
Anna Gertrude Foley (A)	*Worcester.*
Julia Elizabeth Green (A)	*Worcester.*
Lucy Maria Green (A)	*Worcester.*
Catharine Aloysia Hackett (A)	*Worcester.*
Annie Maria Ham (A)	*Worcester.*
Carrie Adaline Hildreth (A)	*Worcester.*
Mary Anne McBride (A)	*Worcester.*
Ellen Gertrude McGillicuddy (A)	*Worcester.*
Mary Agnes Morrissey (A)	*Worcester.*
Delia Isabel Newbury (A)	*Worcester.*
Carrie Louise Paige (A)	*Hardwick.*
Ida May Parsons (A)	*Holden.*
Frances May Prentice (A)	*Westborough.*
Hannah Sheehan (A)	*Whitinsville.*
Mary Elizabeth Talbot Tandy	*Athol.*
Ella Maria Wells (A)	*Deerfield.*
Alvena Betsy Williams (A)	*Paxton.*

SEVENTEENTH CLASS, JUNE, 1885.

NAMES.	RESIDENCES.
Ida Florence Buxton	*Worcester.*
Cora Augusta Cooley (A)	*Worcester.*
Amy Holbrook Dana (A)	*West Boylston.*
Minnie Alberta Davis	*Worcester.*
Carrie Elizabeth Dodd (A)	*Paxton.*
Emily Sophia Gaskill (A)	*Mendon.*
Emma Jane Goddard (A)	*Grafton.*
Emma Eliza Hayward	*Ashby.*
Benjamin West Kinney (A)	*Worcester.*
Georgia Hudson Lakin (A)	*Paxton.*
Mrs. Charles H. Dodd, *Paxton.*	
Ada Elvera Mason	*Worcester.*
Agnes Josephine O'Gorman (A)	*Worcester.*
Carrie Melinda Sweetzer (A)	*Worcester.*
Florence Mabel Waite (A)	*Pittsfield.*

EIGHTEENTH CLASS, JANUARY, 1886.

Alice Lucina Bainbridge (A)	*Worcester.*
Alice Rosilla Barton (A)	*Upton.*
Grace Rebecca Everett (A)	*Worcester.*
Edith May Harding (A)	*Worcester.*
Sarah Wyman Hay (A)	*Worcester.*
Nellie Francene Monroe (A)	*Rutland.*
Julia Agnes Quinn (A)	*Worcester.*
Margaret Scott (A)	*Burlington, Vt.*
Annie Gertrude Thompson (A)	*Worcester.*
Carrie Alona Thompson (A)	*Worcester.*

NINETEENTH CLASS, JUNE, 1886.

Cora Jane Ball (A)	*Grafton.*
Addie Taylor Banister	*Worcester.*
Clara Harwood Bemis	*Spencer.*
Julia Meeker DeCamp (A)	*Worcester.*
Mrs. Sandford D. Leland, *Holyoke.*	
Mary Jennie Hart (A)	*Worcester.*
Susan Rhoda Hartwell (A)	*Oxford.*

NAMES.	RESIDENCES.
Thomas Joseph Higgins (A)	*Worcester.*
Mary Alice Johnson	*Westborough.*
Mary Elisabeth Joyce (A)	*Worcester.*
Carrie Lauretta Maynard (A)	*Worcester.*
Susan Augusta Peirce (A)	*West Boylston.*
Died in West Boylston, April 27, 1888.	
Abby Louise Penniman (A)	*Worcester.*
Hattie May Ruggles (A)	*Worcester.*
Annie Elisabeth Tucker (A)	*Chelsea.*
Melrose.	
Ella Maria Whitney	*Upton.*
Mrs. Allen D. Risteen, *New York City.*	
Carrie Howard Wilmarth (A)	*Worcester.*

TWENTIETH CLASS, JANUARY, 1887.

Harriet Louise Brewster (A)	*Westborough.*
May Elsie Chapin	*Worcester.*
Caroline Gertrude Cooke (A)	*Worcester.*
Sarah Leighton Dinsmore	*Lowell.*
Sarah Elizabeth Earley (A)	*Spencer.*
Carrie Lincoln Fletcher (A)	*Worcester.*
Marion Holbrook (A)	*Worcester.*
Florence Holman (A)	*West Millbury.*
Marietta Knight	*Worcester.*
Elizabeth McFarland	*Sutton.*
Hattie Louise Partridge (A)	*Worcester.*
Cora Deborah Elizabeth Robinson (A)	*Worcester.*
Lilian Ainsworth Smith (A)	*Dudley.*
Florence Sherman Waite (A)	*Worcester.*
Lizzie Helen Wallis (A)	*North Oxford.*
Margaret Louisa Walsh (A)	*Worcester.*
Henrietta Maria Wright (A)	*East Templeton.*

TWENTY-FIRST CLASS, JUNE, 1887.

Olive Minerva Barnes (A)	*Worcester.*
Alice Harriette Belding	*Worcester.*
Annie Josephine Butterfield (A)	*Worcester.*
Lulu Louise Clarke (A)	*Worcester.*
Albert Swain Colburn	*Shirley Village.*

NAMES.	RESIDENCES.
Anna Burgess Collier (A)	*Worcester.*
Josephine Pauline Convery (A)	*Worcester.*
Margaret Mary Hanley (A)	*Worcester.*
Addie Maria Harthan (A)	*Worcester.*
Kate Maria Healy (A)	*Worcester.*
Nellie Gertrude Jerome (A)	*Worcester.*
Cora Emma Kemp (A)	*Worcester.*
Abbie Curtis Knight (A)	*Worcester.*
Emma Martha McCormick	*Spencer.*
Honora Lucy Murphy (A)	*Worcester.*
Mary Jane Newton (A)	*Greenfield.*
Abigail Loretta O'Hara (A)	*Worcester.*
Lucy Reed Poland (A)	*Worcester.*
Mary Teresa Power (A)	*Worcester.*
Miriam Frances Proctor (A)	*Spencer.*
May Caroline Rogers (A)	*Worcester.*
Kate Emogene Smith (A)	*Florence.*
Louise Adelia Stockdale (A)	*Worcester.*
Charlotte May Taylor (A)	*Bolton.*
Bertha Caroline Yeaton (A)	*Worcester.*

TWENTY-SECOND CLASS, JANUARY, 1888.

Jennie Ambrose Casey (A)	*Worcester.*
Margaret Anne Connolly (A)	*Worcester.*
Idaline Dawley (A)	*Plainfield, Conn.*
Catherine Teresa Donnelly (A)	*Worcester.*
Annie Elizabeth Fales (A)	*Westborough.*
Ida Childs Gleason	*West Brookfield.*
Ida Etta Leland (A)	*Upton.*
Mary Mackin (A)	*Worcester.*
Fanny Richards Brewer Macomber (A)	*Worcester.*
Edith Maria Marsh	*Leicester.*
Mary Gertrude Overend (A)	*Worcester.*
Cora Almira Paige (A)	*Worcester.*
Dora Alvira Paige (A)	*Worcester.*
Julia Winifred Smith (A)	*Quinsigamond.*
Minnie Belle Stearns (A)	*North Leominster.*

SPECIAL STUDENTS

WHO HAVE RECEIVED CERTIFICATES OF PROFICIENCY.

1881.

Francis Patrick McKeon, A.M.

Richard Henry Mooney, A.M.

1882.

Thomas William Butler.

Owen Henry Conlin, A.B.

Peter Andrew Conlin, A.B.

Edward Aloysius Quinland, A.B.

1883.

Arthur Hay, A.B.

SUMMARY OF NUMBERS.

Number in the First Class	10
Number in the Second Class	17
Number in the Third Class	27
Number in the Fourth Class	14
Number in the Fifth Class	10
Number in the Sixth Class	12
Number in the Seventh Class	14
Number in the Eighth Class	20
Number in the Ninth Class	16
Number in the Tenth Class	17
Number in the Eleventh Class	14
Number in the Twelfth Class	10
Number in the Thirteenth Class	21
Number in the Fourteenth Class	8
Number in the Fifteenth Class	16
Number in the Sixteenth Class	22
Number in the Seventeenth Class	14
Number in the Eighteenth Class	10
Number in the Nineteenth Class	16
Number in the Twentieth Class	17
Number in the Twenty-first Class	25
Number in the Twenty-second Class	15
Total number of Graduates	345
Number of Certificated Students	7

GIFTS OF THE GRADUATING CLASSES.

These all form a part of the decoration of the main hall or school-room.

FIRST CLASS . . . . . Apollo. (Bust.)

SECOND CLASS . Angel-Boys, from Raphael's "Sistine Madonna." (Photograph.)

THIRD CLASS . . . . Guido's "Aurora." (Photograph.)

FOURTH CLASS . . . Colosseum at Rome. (Photograph.)

FIFTH CLASS . . . . . Julius Cæsar. (Bust.)

SIXTH CLASS . . . . . John Locke. (Bust.)

SEVENTH CLASS . . . . . Pestalozzi. (Bust.)

EIGHTH CLASS . . Ralph Waldo Emerson. (French's Bust.)

NINTH CLASS . . . "An Old Monarch," by Rosa Bonheur. (Engraving.)

TENTH CLASS . . . Pyramids and Sphinx. (Photograph.)

ELEVENTH CLASS . . . . Titian's "Flora." (Photograph.)

TWELFTH CLASS . Michel Angelo's "Three Fates." (Photograph.)

THIRTEENTH CLASS . . . . . Lincoln. (Volk's Bust.)

FOURTEENTH CLASS . . . Webster. (Photograph by Hawes.)

THIRTEENTH ANNIVERSARY,

STATE NORMAL SCHOOL

AT WORCESTER.

PROGRAMME.

THURSDAY, JUNE 23, 1887.

FORENOON,

BEGINNING AT HALF-PAST NINE O'CLOCK.

SINGING, — Hymn, "The Praise of God."

Reading of the Theses.

TWENTIETH CLASS, JANUARY, 1887.

*HARRIET LOUISE BREWSTER (A), ... Westborough.
FALSEHOOD IN CHILDREN.

MAY ELSIE CHAPIN, ... Worcester.
SCHOOL HYGIENE.

*CAROLINE GERTRUDE COOKE (A), ... Worcester.
LEARNING BY EAR.

SARAH LEIGHTON DINSMORE, ... Lowell.
CHEERFULNESS IN THE SCHOOLROOM.

SARAH ELIZABETH EARLEY (A), ... Spencer.
HOME STUDIES.

*CARRIE LINCOLN FLETCHER (A), ... Worcester.
SCHOOL WORK ON A DARK DAY.

*MARION HOLBROOK (A), ... Worcester.
LANCASTERIAN METHOD.

FLORENCE HOLMAN (A), ... West Millbury.
THE TEACHER'S DISPOSITION.

MARIETTA KNIGHT, ... Worcester.
SELF-GOVERNMENT.

ELIZABETH MCFARLAND, ... Sutton.
BOTANY IN SCHOOL.

HATTIE LOUISE PARTRIDGE (A), ... Worcester.
COMPULSORY EDUCATION.

CORA DEBORAH ELIZABETH ROBINSON (A), ... Worcester.
TEACHING MUSIC TO YOUNG CHILDREN.

NOTE.—Not all the essays can be read in the time allotted to the exercises. The names of the readers are indicated by a star.

N. B.—Graduates whose names are marked with (A) have, besides passing through the regular course of study, served for a half-year as apprentices in the public schools of the city of Worcester.

*Lilian Ainsworth Smith (A), ... Dudley.

Our Apprenticeship.

*Florence Sherman Waite (A), ... Worcester.

The Common School System of England.

Lizzie Helen Wallis (A), ... North Oxford.

"Overworked" Teachers.

*Margaret Louisa Walsh (A), ... Worcester.

The School as a Teacher of Morality.

Henrietta Maria Wright (A), ... East Templeton.

Likes and Dislikes of Children.

RECESS, — FIVE MINUTES.

Singing, — "The Harp that once thro' Tara's Halls" (learnt by ear).

Arranged by Mr. C. C. Stearns.

TWENTY-FIRST CLASS, JUNE, 1887.

Olive Minerva Barnes (A), ... Worcester.

The Teacher's Lack of Time.

Alice Harriette Belding, ... Worcester.

Children's Reading out of School.

Annie Josephine Butterfield (A), ... Worcester.

Some Educational Symbols.

Lulu Louise Clarke (A), ... Worcester.

Calisthenics.

*Albert Swain Colburn, ... Shirley Village.

Illiteracy.

*Anna Burgess Collier (A), ... Worcester.

The Laughter of Children.

*Josephine Pauline Convery (A), ... Worcester.

The Jesuits as Educators.

Margaret Mary Hanley (A), ... Worcester.

"The New Psychology."

Addie Maria Harthan (A), ... Worcester.

What the School Child Thinks of.

*Kate Maria Healy (A). . . . . Worcester.

Practical Mnemonics.

*Nellie Gertrude Jerome (A), ... Worcester.

Education of the Indians.

*Cora Emma Kemp (A), ... Worcester.

Dix Street School and the Public Library.

Abbie Curtis Knight (A), ... Worcester.

The Teacher not Everybody.

Emma Martha McCormick, ... Worcester.

Bain's Suggestions about Object-Lessons.

*Honora Lucy Murphy (A), ... Worcester.

Our "Platform Exercise."

Mary Jane Newton (A), ... Greenfield.

Alternatives of a Teacher.

*Abigail Loretta O'Hara (A), ... Worcester.

How a Child Reasons.

*Lucy Reed Poland (A), ... Leominster.

Plays of Children.

Mary Teresa Power (A), ... Worcester.

New York Normal College.

Miriam Frances Proctor (A), ... Spencer.

History of Normal Schools.

May Caroline Rogers (A), ... Worcester.

Superstitions of Children.

*Kate Emogene Smith (A), ... Worcester.

Study of a Child.

Louise Adelia Stockdale (A), ... Worcester.

Botany in Public Schools.

Charlotte May Taylor (A), ... Bolton.

Story-Telling in Primary Schools.

*Bertha Caroline Yeaton (A), ... Worcester.

Dr. Folsom on Nervous Disorders in Schools.

Singing,—"Who will to the Greenwood Hie?" . . . *Hatton.*

AFTERNOON,

BEGINNING AT QUARTER-PAST TWO O'CLOCK.

SINGING, — "See, the Conquering Hero Comes!" . . . *Händel.*

VALEDICTORY, — TWENTIETH CLASS.

MARIETTA KNIGHT, ... Worcester.

SELF-GOVERNMENT.

VALEDICTORY, — TWENTY-FIRST CLASS.

ALICE HARRIETTE BELDING, ... Worcester.

CHILDREN'S READING OUT OF SCHOOL.

Award of Diplomas.

SINGING, — Two old Songs (learnt by ear and sung in unison):

1. "Cease, rude Boreas!"
2. "Charlie is my darling"

Anniversary Address.

By Professor EDWARD S. MORSE,

Director of Peabody Academy of Science, Salem, Mass.

SINGING, — Chorale, "Old Hundred" (learnt by ear).

Arranged by Mr. C. C. Stearns.

LAST REPORT OF THE STATE BOARD OF VISITORS CONCERNING THE WORCESTER SCHOOL.

[*From the Fifty-first Annual Report of the Board of Education.*]

STUDENTS.

The present year has been one of gratifying prosperity and usefulness in this school. The large number in attendance at the time of the last report has been increased, while the quality of the entering classes is evidently well up to the standard of past years.

A larger proportion of applicants at each entrance examination shows a proper and adequate preparation in point of scholarship, but it is found that many of the graduates of high schools who come to us are disposed to regard the acquisition of knowledge as an end in itself, and that they come round somewhat slowly from the attitude of getting lessons to that of teaching children. In other words, the drift and momentum of the high school course is naturally in the direction of acquiring rather than imparting knowledge. This operates with not a few pupils as something of a drawback in the early part of their Normal School course, but it seems inevitable, and it is perhaps more than made up for by the greater intellectual suppleness and skill which such students possess as a result of their high school training.

We find as a rule no more apt or agreeable pupils than those who have added to a good course of preparatory study a year or so of experimental school teaching. It is easy for such to understand what the Normal School is for, and to fall into active sympathy with its aims and methods.

It is interesting to note how large a proportion of the students elect to take the "apprenticeship," thereby voluntarily lengthening their course by six months, and it is the uniform testimony of graduates who have served the apprenticeship that no part of their course was of greater practical value.

TEACHERS.

No change has been made during the year in the corps of instructors, and it is the hope of the Visitors that none may be made, except in the way of additions, for

years to come. The increase of numbers has, however, crowded them with work and calls for at least one additional assistant. It is not good policy to keep every teacher occupied in the class-room every hour of the day; an arrangement by which some one of the staff shall be always at liberty is the only one that can carry a school smoothly over the occasional temporary absences of teachers that occur from illness and other inevitable causes. The Visitors also suggest that it might be good economy to employ a clerk or copyist instead of putting upon the instructors any considerable amount of merely clerical work.

GRADUATES.

The demand for our graduates, especially for such as had received a good high school education before coming here, continues to increase.

The unusually large classes which have graduated the past year have nearly all made engagements to teach in very desirable positions. The conviction is steadily gaining ground in the community that systematic preparation for the teacher's calling, instead of repressing or restricting the exercise of natural ability, really gives it scope and flexibility and guides it into more effective channels. Observation shows that schools taught by untrained teachers are likely to resemble one another far more than do those taught even by different graduates of the same Normal School, — the effect of good Normal training being to enrich and equip the student with varied and variable methods, and to teach him how to apply them under different conditions so as to accomplish the aims of education.

The only obstacle to the immediate employment of all our graduates lies in the desire of many of them to teach only in cities and large villages, in which preference teachers but share the common and wide-spread tendency of the times.

Even as it is each half-yearly class is generally engaged in teaching a considerable time before the next graduation day comes round.

The enthusiam and loyalty of the graduates as a body is characteristic and admirable. They write many letters to the Principal and often visit the school, and at their annual reunion in June they throng the building and make a memorable evening of reminiscence and social enjoyment.

THE GROUNDS.

It was hoped that the appropriation made by the last Legislature would be sufficient to enclose and properly grade our grounds. The work, however, though done with the utmost care and economy, has exceeded in difficulty, and consequently in cost, every estimate that could be made beforehand.

The hill which constitutes the school lot, comprising a little more than five acres, proves to be an irregular mass of gneiss rock of great hardness, rather thinly overlaid with soil. This makes necessary, first, the removal of much rock by blasting, to give a proper foundation for the wall; secondly, the laying of the wall itself, which is wholly of masonry; and finally, the grading of that part of the enclosed land which lies near the wall, in order to give the necessary finish to the surface.

The circumference of the lot to be enclosed is 1,773 feet. Up to this time 1,327 feet of wall, including all the piers and gate-posts, have been completed, with the exception of the coping, and about two acres of ground have been graded, manured and laid down to grass. During the present year more than 900 cubic yards of solid rock and about 5,000 cubic yards of earth have been removed; 850 cubic yards of masonry have been laid, and in the foundations and backing for this about 1,000 cubic yards of broken and loose stone, laid dry, have been put in.

The expense of this work, even in its present incomplete state, has exceeded the appropriation, for the reason that at the time when the funds were exhausted the work was at a stage of progress where it could not be left and afterwards resumed without serious pecuniary loss to the State; and of course it could not reasonably be assumed that the Commonwealth would abandon the undertaking at a point so near its completion.

What now remains to be done is this: —

First, to build the remaining 446 feet of plain wall (the piers and gate-posts, as stated above, being already built); secondly, to furnish the entire wall, including the piers, with a suitable coping; thirdly, to provide proper gates for the two entrances; and fourthly, to grade, manure and seed down the remainder of the ground.

When the work is completed the lot will have the protection and privacy which it has sorely needed for years, and will afford the pupils an ample and pleasant place for out-of-door exercise, as well as picturesque and fertile lawn to beautify by the planting of trees and shrubs from year to year. Our students have already made a praiseworthy beginning by setting out with their own hands more than a hundred and fifty trees and shrubs, besides large numbers of vines and flowering plants, and by the end of another year, if the security of a finished enclosure be afforded, a great change for the better will have been effected in the whole aspect of the rugged but beautiful and commanding site of this institution.

SEWAGE AND DRAINAGE.

Provision must be promptly made to connect the sewer-pipe, which now empties into a cesspool, with the city sewer on Gage Street. The imperative necessity for

this change will appear from the fact that the cess-pool, owing to long use and to recent increase in the school attendance, is now in an almost constant state of overflow, thereby polluting not only the southerly part of the grounds, only a few rods from the school building, but also the adjoining street (Eastern Avenue), to an extent that has already called forth a remonstrance from the Board of Health and which would not be allowed on a private estate.

The water from the roof of the building must also be turned into the sewer, as the wash of every heavy rain does serious damage to the grading, an evil that will increase until stopped by the change above suggested.

ACKNOWLEDGMENTS.

We are indebted to Professor Edward S. Morse, Ph.D., of Salem, who gave the anniversary address in June, — a most acceptable talk on "The Manners of the Japanese."

Our thanks are also due to Edward Winslow Lincoln, Esq., and to James Draper, Esq., of Worcester, for the gift of young trees for planting, and to Hon. Theodore C. Bates for a copy of "The History of North Brookfield."

STATISTICS.

1. Numbers: —

Enrolled Nov. 1, 1886,	164
Enrolled Nov. 1, 1887,	169
Temporarily absent by permission,	15
Whole number of different pupils enrolled during the year 1887,	258

2. Numbers in entering classes: —

In February,	27
September,	49
Total,	76

3. Average age of pupils admitted: —

In February,	18 years, 11 months.
September,	18 years, 5 months.

4. Of the pupils admitted there were: —

From Essex County,	1
Worcester County,	64
Connecticut,	4
Kentucky,	1
Maine,	1
New Hampshire,	3
New York,	1
Vermont,	1
Total,	76

5. Occupations of pupils' parents: —

Professional,	3
Mercantile,	12
Skilled labor,	26
Unskilled labor,	31
Unknown,	4
Total,	76

6. Number in graduating classes: —

In January,	17
June,	25
Total,	42

7. Average age of graduates: —

In January,	22 years, 2 months.
June,	20 years, 10 months.

8. Number of the above graduates now teaching (Nov. 1, 1887): January class, all; June class, more than two-thirds known to be teaching, but our information is at this date incomplete.

9. Increase of numbers: —

Number enrolled in 1886,	231
enrolled in 1887,	258
Increase,	27
Number graduated in 1886,	26
graduated in 1887,	42
Increase,	16

10. Additions to the library: —

Text-books,	413 volumes.
Reference-books,	92 volumes.
Total,	505 volumes.

11. Number of volumes now in the library: —

Text-books,	4,620 volumes.
Reference-books,	2,214 volumes.
Total,	6,834 volumes.

E. B. STODDARD,
A. P. STONE,
J. W. DICKINSON,
Visitors.

QUESTIONS USED AT THE ENTRANCE EXAMINATION (WRITTEN PART), FEBRUARY, 1888.

The questions are printed merely to indicate in a general way, to those who may be preparing to enter the school, something of the standard required for admission.

School committees, teachers and others may receive copies of the examination questions regularly by applying to the Principal.

Arithmetic.

All the figuring must be handed in. Decimals are to be carried three places and no more.

1. How many cubic inches in a gallon?
   How many square millimeters in a square centimeter?
   What is the value of a pound sterling in United States money?
   How many degrees in a right angle?
   How many pounds in a barrel of flour?

2. In division of decimals where do you place the point in the quotient? What reason have you for putting it there?

3. A note for $645 was discounted at a bank for 60 days at 5%. How much money was received?

4. Define:
   Net earnings, common divisor, cube.

5. Bought 127449 fruit trees which were set out in the form of a square. How many trees were put in a row?

6. May 1, 1887, Henry Sumner sold William Berry $2\frac{1}{2}$ doz. butter-plates at $1.50 a dozen, 3 candlesticks at 40 cts. apiece, and one platter for $1.00. July 8, Mr. Berry paid for them, and received a receipted bill. Write the bill.

7. 2 men or 4 boys can do a piece of work in 6 days. How long will it take 2 men and 4 boys?

8. John bought a knife for $2.00 and sold it to Arthur for $2.50; Arthur sold it to Ernest for $2.00. John made and Arthur lost what per cent.?

9. Solve by Proportion:

   How many hours a day must 5 men work to mow the same quantity of grass in 8 days, that 7 men mow in 6 days, working 10 hours a day?

Grammar.

1. Write a sentence containing an adverbial phrase.

2. Of what parts of speech is the given phrase composed?

3. Write the forms of the verb *to lay*, in the first person, singular number, of all the tenses of the indicative mood.

4. Write three infinitive forms of the verb *give*.

5. Write the forms of the verb *say* in the subjunctive mode, present tense, third person, singular number.

6. Write a sentence containing a relative (or conjunctive) pronoun in the objective case; and parse the pronoun.

7. What is a clause? Give an example.

8. How is the passive voice of a verb formed? Give an example. Express the same meaning, using the active voice of the verb.

9. Write the progressive form of the verb *strike*, in three tenses and three modes.

Geography.

1. Describe one of the following:

   (*a*) Geyser.

   (*b*) Trade winds.

   (*c*) Gulf stream.

2. Choose one:

(*a*) What is the width of the North Temperate Zone?

(*b*) How may the location of a place situated at 90° west longitude and 45° north latitude be found on a globe on which a correct outline map is drawn which does not show either parallels or meridians?

3. Choose one and give more than one reason:

(*a*) Why is England great?

(*b*) Why is New York a great city?

(*c*) Why is the Mississippi a great river?

4–6. On the outline map which will be furnished you, write the names of the following in their appropriate places:

(*a*) Three mountain ranges.

(*b*) Five rivers.

(*c*) Five seas or gulfs or bays.

(*d*) Five cities.

(*e*) Five productions.

7. What city, state or country furnishes the following materials for building a house: Soft pine, hard pine, black walnut, mahogany, lime, slates, marble, iron, copper, tin, paint, oil, window glass.

8. What city, state or country furnishes the following: Carpets, wool, cotton, cotton cloth, silk, earthen-ware, parlor clocks, kitchen clocks.

9. What city, state or country sends us the following: Flour, sugar, molasses, beef, pepper, raisins, coffee, tea, salt, kerosene.

United States History.

How much time have you spent in studying United States History?

How long since you studied it?

What books beside the text-book (either histories or tales) have you read?

What part of the history interested you most?

What part do you remember best?

1. Give an account (not more than ten lines in length) of the colony whose history you remember best.

2. What portion of the history is included in the "colonial period"?

3. What does the Bunker's Hill Monument commemorate?

4. Tell what you remember about the additions that have been made to the territory of the United States since the War of the Revolution.

5. Name any distinguished men (not more than five in number) that lived before the present form of government was adopted, and tell whether they were distinguished as statesmen or as military leaders.

6. What was the Emancipation Proclamation?

7. What do you understand by Reconstruction?

8. "Up from the meadows rich with corn,
Clear in the cool September morn,
The clustered towers of Frederick stand,
Green-walled by the hills of Maryland.
Round about them orchards sweep,
Apple and peach tree fruited deep.
Fair as a garden of the Lord,
To the eyes of the famished rebel horde,
On that pleasant morn of the early Fall
When Lee marched over the mountain wall."

What event is referred to in these lines?

9. Tell anything you know about the election and term of office of the chief magistrate of the United States.

10. What is the Congress of the United States?

Spelling.

1. abbreviation
2. sulphur
3. thirty-six
4. ellipse
5. horizontal
6. vertical
7. calendar
8. comparative
9. incompatible
10. merino
11. grammar
12. savory
13. separate
14. decimal
15. dependent
16. until
17. reference
18. warrant
19. good-by
20. exhilarating
21. half-past eight
22. school-house
23. salable
24. reminiscence
25. reprimand
26. infinitive
27. always
28. skilful
29. sinecure
30. ingratiate
31. receivable
32. difference
33. oblique
34. schedule
35. obelisk
36. potential

Gifts.

The following gifts are gratefully acknowledged : —

A very fine portrait (photograph by Hawes) of Daniel Webster, elegantly framed by Moulton of Boston.

Trees, shrubs and bulbs, from Edward Winslow Lincoln, Esq.

Fresh specimens of the fruit of the Baobab Tree (Jamaica, W. I.), from Capt. V. P. Parkhurst.

Ornamental trees for planting, from Misses Minnie and Maud Davis, graduates, respectively, of the Seventeenth and Fifteenth Classes.

History of North Brookfield, from Hon. Theodore C. Bates.

Two volumes for the library, from Mr. Henry W. Brown.

Five sets of Western birds' eggs, from Mr. Will C. Coult, Harrison, Dak.

Valuable indigenous plants (as usual), from Mr. George Coult, of Worcester.

A handsome mounted specimen of the Muskrat (Fiber zibethicus), from Mrs. Olive H. Morrow, custodian of the Natural History Society, Worcester.

Anniversary Addresses

Have been given by the following persons : —

In 1877, by William T. Harris, LL.D., of St. Louis.
In 1878, by Rev. Thomas Hill, D.D., of Portland, Me.
In 1879, by Alexander H. Rice, LL.D., of Boston.
In 1880, by Mrs. Julia Ward Howe, of Boston.
In 1881, by Rev. Francis Tiffany, of West Newton.
In 1882, by Hon. James W. Patterson, LL.D., of Hanover, N. H.
In 1883, by Mrs. Ednah D. Cheney, of Boston.
In 1884, by Prof. G. Stanley Hall, Ph D., of Baltimore.
In 1885, by Prof. Albert Harkness, LL. D., of Providence, R. I.
In 1886, by Charles Dudley Warner, of Hartford, Conn.
In 1887, by Edward S. Morse, Ph.D., of Salem.